

Speaking and Listening

Grades 6-8

- **CCSS.ELA-Literacy.SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Grade 7
- **CCSS.ELA-Literacy.SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **CCSS.ELA-Literacy.SL.7.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- **CCSS.ELA-Literacy.SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **CCSS.ELA-Literacy.SL.7.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 [here](#) for specific expectations.)

Grade 8

**CCSS.ELA-Literacy.SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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- **CCSS.ELA-Literacy.SL.8.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- **CCSS.ELA-Literacy.SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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<http://www.corestandards.org/ELA-Literacy>

History/Social Studies –Grades 6-8

<http://www.corestandards.org/ELA-Literacy/RH/6-8>

- **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.
- **CCSS.ELA-Literacy.RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **CCSS.ELA-Literacy.RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **CCSS.ELA-Literacy.RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.
- **CCSS.ELA-Literacy.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.

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National Center for History in the Schools (UCLA)

<http://www.nchs.ucla.edu/Standards/>

\*United States History Content Standards for Grades 5-12

<http://www.nchs.ucla.edu/Standards/us-history-content-standards>

Era 3 : Revolution and the New Nation (1754-1820s)

Standard 2C

The student understands the Revolution's effects on different social groups.

5-12

Compare the revolutionary goals of different groups—for example, rural farmers and urban craftsmen, northern merchants and southern planters—and how the Revolution altered social, political, and economic relations among them.

\*Historical Thinking Standards

<http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1>

Historical Analysis and Interpretation

<http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/3.-historical-analysis-and-interpretation>

Standard 3

Historical Thinking **The student engages in historical analysis and interpretation:**

*Therefore, the student is able to:*

- **Consider multiple perspectives** of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears
- **Compare competing historical narratives.**
- **Hold interpretations of history as tentative**, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.